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ABSTRACT

This selective bibliography cites recent ERIC documents on placement of exceptional children (handicapped and gifted) in regular preschool, kindergarten, and elementary classrooms. Entries included are from Research in Education (RIE) and Current Index to Journals in Education (CIJE), January 1970 through July 1974. Regular Class Placement was the descriptor (index) term used to search RIE and CIJE. (Author/CS)

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REGULAR CLASS PLACEMENT OF THE EXCEPTIONAL CHILD: AN ABSTRACT BIBLIOGRAPHY

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This selective bibliography cites recent ERIC documents on placement of exceptional children (handicapped; gifted) in regular preschool, kindergarten and elementary classrooms. Entries included are from Research in Education (RIE), January 1970 through June 1974, and from Current Index to Journals in Education (CIJE), January 1970 through July 1974.

Regular Class Placement was the descriptor (index) term used to search RIE and CIJE.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

REGULAR CLASS PLACEMENT OF THE EXCEPTIONAL CHILD:

AN ABSTRACT BIBLIOGRAPHY

References from Research in Education (RIE)

1. Baldwin, Clara P.; Baldwin, Alfred L. Personality and Social Development of Handicapped Children. 1972, 43p. ED 079 895.

*Exceptional Child Research; Family Attitudes; *Handicapped Children; Interpersonal Relationship; *Observation; Regular Class Placement; Research Methodology; *Research Needs; Research Reviews (Publications); Social Attitudes; *Social Psychology

Discussed are the personality and social development of children with physical handicaps, intellectual difficulties, or social and emotional disturbances, and recommended is the actual observation of the interactions of handicapped children with others in naturalistic situations. Stressed is the importance of pathological social interactions to handicaps such as schizophrenia and behavior disorders. The authors note a lack of studies of social interaction in naturalistic situations and examine methodological approaches such as the use of audio or tape and problems such as the choice of variables and interpretation of rating scales. Reviewed is research on interaction patterns in families of schizophrenic patients with findings such as the "double bind" pattern and differences in affect expression. Also reviewed are studies on the attitudes and social reactions of handicapped and normal Ss. Noted is the need for an effective test of social adaptability to aid in the diagnosis and management of mental retardation. The authors cite research on the self esteem of handicapped children with normal children is preferable to alternatives such as institutionalization.

2. Bodley, Dean; And Others. Physical Education Guide for the Exceptional Child. 1970, 69p. ED 061 683.

*Exceptional Child Education; Guidelines; *Handicapped Children; *Physical Activities; *Physical Education; Regular Class Placement; *Teaching Guides

The guide is intended to assist physical education teachers in dealing with atypical children in their classes. Adaptive physical education is seen as integration of handicapped children into regular physical education classes by understanding their special needs and how to deal with them. Outlined are policies and procedures

of the school system, as well as general educational objectives for the handicapped child. Focused upon are 18 specific health-related, sensory, orthopedic, mental, and neurological disabilities. Brief discussion of each disability covers definition, causes, symptoms, related problems, and general teaching suggestions. The following section lists recommended physical activities for 15 major categories and additional subcategories of handicaps. Selection criteria for measurement and other evaluative procedures are listed.

3. Boninger, Walter B., Ed. Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Education and Recreation Programs. 1970, 38p. ED 046 147.

Blind, *Exceptional Child Services, Physical Education, *Recreational Programs, *Regular Class Placement, *Visually Handicapped, *Workshops

A special education workshop (Cleveland, Ohio, October 9-10, 1969) for integrating blind children with sighted children into ongoing physical education and recreation programs is described. Physical education and blind children from the viewpoint of opthalmology, social and psychological aspects of blindness as they relate to participation in physical activities, mobility and orientation in relation to physical education, highlights of Dr. William Freeberg's banquet presentation, and a summation of the workshop's activities given by Robert Holland are included. The question and answer periods at the end of each presentation are also recorded, as well as an evaluation form used at the end of the conference.

4. Budoff, Milton. Comments on Providing Special Education without Special Classes. Studies in Learning Potential, Volume 2, Number 25. 1971, 19p. ED 058 707.

*Exceptional Child Education; *Handicapped Children; *Regular Class Placement; *Student Placement

The discussion of educating handicapped children without special classes emphasizes the importance of looking at the educational process in socio-psychological terms. Referred to are some of the unsuccessful results of segregating students, such as achievement of similar or smaller academic gains, perpetuation of much of the mild mental retardation observed in schools (particularly that which is culturally influenced), and psychological damage to the segregated students. Removal of the stigma attached to special class placement and development of social skills are seen as major

reasons for integration in a regular class with support services provided as needed. Discussed are considerations relating to the feasibility of regular class placement: flexibility of school structure; amenability of regular teachers; age, ability, and achievement range of school population; suburban versus urban students and their particular problems; degree of handicap; and ability to make learning potential assessments.

5. CEC Selected Convention Papers; Annual International Convention: Mental Retardation. 1968, 38p. ED 031 863.

Microfiche only.

Abstracts, Camping, *Conference Reports, *Exceptional Child Education, Inservice Teacher Education, Instructional Films, Instructional Materials, Language Development, *Mentally Handicapped, Motor Development, Parent Counseling, Psycholinguistics, Rating Scales, Regular Class Placement, Self Concept, Sex Education, Special Schools, Teacher Developed Materials, Teaching Methods

The following articles on mental retardation are provided: translating research findings into classroom activity; camping programs, a measurement device for educable mentally retarded adolescents on their self-concept as a worker; an investigation of the Doman-Delacato Theory in a trainable program in the public schools; and problems of sex education for educable mental retardates. Abstracts of articles treat these topics: camping; using sight, sound, and symbol to develop learning abilities; a rehabilitative culture design for moderately retarded adolescent girls; remediation of psycholinguistic disabilities; milieu therapy for parents; developing teacher made instructional materials; language development instructional aids in the trainable program; centralized facilities; a program for public school integration; audiovisual instruction techniques; good practice conference for teachers; segregation; and parent and teacher communication.

Availability: (Selected Convention Papers) The Council for Exceptional Children, NEA; 1201 Sixteenth Street, N.W., Washington, D.C. 20003 ($2.00)

6. Deno, Evelyn N., Ed. Instructional Alternatives for Exceptional Children. 1973, 211p. ED 074 678.

Classification; *Educational Trends; *Exceptional Child Education; *Handicapped Children; Incidental Learning; *Innovation; Program Evaluation; *Regular Class Placement; Resource Teachers; Teacher Education; Team Teaching

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper each on the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations.

Also available from: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50)

7. Descriptions of Innovative Training Programs Directed Toward: 1. Integration of Children with Special Needs in Regular Classrooms. 2. Serving Severely Handicapped Children. 1973, 28p. ED 081 146.

Audiovisual Aids, *Exceptional Child Education, Games, Handicapped Children, *Inservice Teacher Education, *Instructional Materials, Mentally Handicapped, *Program Descriptions, *Regular Class Placement, Special Classes, Teacher Education

Presented alphabetically by state or university are approximately 35 descriptions of innovative training programs directed toward integration of children with special needs in regular classrooms, and toward severely handicapped children. Many of the training programs offered are described to be in a variety of forms, such as games; manuals with accompanying lesson plans, a film, or video and audio tapes; or kits containing video tapes, transparencies, printed materials, and a leader's guide. The following are representative of included subjects; transactional class discussions, behavioral management, prescriptive teaching, identification and development of talented potential, and development of communication

skills in severely retarded infants. Sources, usually university special education departments, and addresses are given.

8. A Design for a Continuum of Special Education Services Including a Proposal for a Pilot Study. 1969, 125p. ED 036 005

Administration, Cost Effectiveness, *Educational Programs, Evaluation Techniques, *Exceptional Child Education, Family Environment, *Handicapped Children, Pilot Projects, Program Costs, Program Evaluation, Program Planning, *Program Proposals, Questionnaires, Records (Forms), Regular Class Placement, Special Classes, Special Services, *State Programs, Teacher Attitudes, Tests

As a means to integrate children with learning disabilities into the regular class structure of the school, a plan has been developed which would provide for specialized services in a flexible organizational pattern. A revised system of state reimbursement to the local school systems is designed to maintain children with mild handicaps in the regular classroom; techniques used for the implementation are given. The continuum of program design provides seven programs which can be used according to the various needs of the teacher and the children. The design of the pilot study is given and descriptions of the specific tests, instruments, and diagnostic tools to be used are outlined. Appendices contain definitions of terms used, the parent and community education programs, data collection procedures and forms for children, teacher interviews and a survey, parent and home survey, guidelines for informal interviews, schedule for phasing-in the pilot study, cost comparisons between the present program of services and the continuum, cost formula, a framework for a cost-effectiveness analysis of the pilot study, overall administration table, recommended research instruments, and a bibliography.

9. A Design for a Continuum of Special Education Services. Interim Report. 1971, 63p. ED 072 604.

Academic Achievement; *Elementary Education; *Exceptional Child Research; *Handicapped Children; *Individualized Instruction; Principals; *Regular Class Placement; Resource Teachers; Role Perception; Special Education Teachers; Teachers

Reported were data from the first year of a 2-year project in which four elementary schools implemented a new organizational pattern that stressed individualized instruction and maintenance of mild to moderately handicapped children in regular classrooms. Schools were selected on the basis of the following criteria: school population of 600 to 900 students; existing psychological services and speech and hearing services; availability of space; and willingness of teachers and principals to implement the project model. Teachers selected to participate in the study were trained over a period of 30 weeks. Data from questionnaires were found to show an overall acceptance of the experimental design by principals, regular education teachers, and special education teachers, and to indicate that personnel in the experimental schools perceived their roles much differently than controls. It was reported that handicapped children in the experimental schools received more services than their controls, and that more handicapped pupils were served under the new design. Pre- and post-test data indicated that experimental groups scored significantly better than the control population on comprehension tests, although there were no significant differences between groups on vocabulary test scores.

10. Farrer, Kenneth; Guest, Elizabeth. A Cooperative Instructional Services Program for Improving Educational Personnel to Teach Special Education Students in the Regular Classroom. 1970, 111p. ED 043 598.

Child Development, Classroom Observation Techniques, Diagnostic Teaching, Educationally Disadvantaged, *Handicapped Students, *Inservice Teacher Education, Laboratory Schools, Practicums, *Regular Class Placement, *Special Education, *Teacher Aides, Teacher Attitudes, Team Teaching

In its first year, this program trained 18 experienced teachers and 36 teacher aides. The program was devised to meet the needs of teachers in areas where handicapped and educationally disadvantaged children are placed in regular classrooms. It was also intended to train adults from disadvantaged groups as teacher aides, thus making use of their special ability to relate to disadvantaged children. The training program involved seminars on the intellectual and emotional development of children, methods of observing and recording behavior, methods of interpreting observation records for evaluation and curriculum planning, use of educational media, and team teaching and planning. An equally important part of the program was practical experience as a member of a team in the laboratory school. Extensive evaluation of the program indicated that participants improved their knowledge of and attitudes toward special education, and their students

made significant gains in achievement. Other important evaluation findings were that special students can be educated in regular classrooms if a ratio of 1 to 5 is not exceeded and if enthusiastic and dedicated educational personnel are utilized. (An appendix contains some of the evaluation instruments used, data tables, and lists of staff and participants.)

11. Fusfeld, Irving S., Ed. A Handbook of Readings in Education of the Deaf and Postschool Implications. 1967, 380p. ED 034 351.

Document not available from EDRS.

Academic Education, Administration, Auditory Evaluation, *Aurally Handicapped, *Educational Programs, Etiology, *Exceptional Child Education Guidance Services, Hearing Aids, *Identification, Language Development, Multiply Handicapped, Parent Role, Preschool Programs, Psychological Evaluation, Regular Class Placement, Teacher Education, Teaching Methods, Vocational Education, *Vocational Rehabilitation

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed.

Availability: Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703 ($18.00)

12. Gampel, Dorothy H.; And Others. A Comparison of the Classroom Behaviors of Special Class EMR, Integrated EMR, Low IQ, and Nonretarded Children. Studies in Learning Potential, Volume 3, Number 41. 1973, 22p. ED 085 964.

*Behavior Patterns, Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Peer Groups, *Regular Class Placement, Special Classes

The classroom behaviors of 12 segregated and 14 integrated educable mentally retarded (EMR) children (mean age 10 years) who were all formerly segregated and then randomly assigned to their present class placement were compared to those of a low IQ group who had never been identified for special class placements and an intellectually average group of children on a 12 category observation schedule. The data indicated that four months after the school year began, the integrated EMR behaved more similarly to non-labeled EMR children than to their segregated peers. The results indicated the importance of appropriate peer models on the classroom behaviors of EMR children.

13. Gampel, Dorothy H.; And Others. An Observational Study of Segregated and Integrated EMR Children and Their Nonretarded Peers: Can We Tell the Difference by Looking? Volume 2, Number 27. 1972, 41p. ED 062 747.

*Behavior Patterns; *Educable Mentally Handicapped; *Exceptional Child Research; *Interpersonal Relationship; Mentally Handicapped; Observation; Peer Relationship; *Regular Class Placement; Statistical Data

An observational study explored whether characteristic behavioral patterns of an educable mentally retarded (EMR) population were unique and served as a label for identification in the social milieu. Of particular interest were differences between EMR children who were integrated into the regular classroom and their non-retarded peers. A time-sampling method was used to count frequencies of 12 behavior categories selected to cover attention, deviance, and communication issues. One of the clearest findings was that the integrated and special class children engaged in significantly less interpersonal interaction than did their non-retarded peers. Differences between the groups also emerged in terms of behavior patterning. Factor analysis of the behavior categories yielded three factors, one identified with the special class EMRs (unusual guy syndrome) and the other two correlated with the non-EMR control children (bad guy and good guy syndromes). The integrated children were described less by an identifiable pattern of their own than by the absence of a pattern. It was thought that the integrated children may be avoiding engaging in any noticeable active behaviors. (For related studies, see also ED 042 063 and 042 066.)

14. Garrison, Mortimer; Hammill, Donald. Who Are the Retarded: Multiple Criteria Applied to Children in Educable Classes. Final Report. 1970, 50p. ED 047 485.

*Admission Criteria, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Grouping (Instructional Purposes), Identification, Regular Class Placement, Special Classes, *Student Placement

To compare the performance of children in classes for the educable mentally handicapped (EMH) with their peers (age mates) in regular classes on relevant dimensions, to investigate the validity of class placements using multiple criteria, and to determine the relationship between class placement and demographic variables, 378 children in EMH classes and 319 in regular classes (aged 11 years) were compared. The Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities were given. The distributions were converted into T-scores and the children scoring above and below a T-score of 45 (equivalent in the research data to an IQ of 75) on each of the variables were identified. Applying Jastak's concept of multiple criteria led to the authors' suggestion that the diagnosis in 25% of the children in EMH classes may be erroneous in that they scored above the cutting point on at least four of the five criteria. Only 31% of those in the EMH classes failed either four or five of the five criteria. The authors note that the findings support efforts to maintain most children found in EMR classes in the regular classroom through the use of tutoring and resource rooms.

15. Glockner, Mary. Integrating Handicapped Children Into Regular Classrooms. (With Abstract Bibliography.) 1973, 26p. ED 081 500.

Abstracts, Annotated Bibliographies, *Classroom Environment, *Exceptional Child Education, *Handicapped Children, Parent Participation, *Regular Class Placement, Student Adjustment, Teacher Attitudes, *Teacher Behavior

This document is based on an interview with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, who stresses the desirability of integrating handicapped children into regular classrooms. She urges the teacher to view the handicapped child as a normal child with some special needs. Specific suggestions for

the teacher are given: (1) learn the details about handicaps that may be encountered; (2) work supportively with parents and find out as much as possible about the child; (3) arrange for the child's gradual transition into a classroom setting; (4) be aware of the range of normal behavior for the age group involved; (5) have positive but realistic expectations and focus on the child's strengths; (6) enforce the rules and limits of the class; (7) deal with the other children's reactions to the handicapped student; and (8) acknowledge personal feelings, attitudes, and levels of frustration. A short abstract bibliography on exceptional children is included.

Also available from: College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 1300-47, $0.65)

16. Goodman, H.; And Others. Social Acceptance of EMRs Integrated into a Nongraded Elementary School. 1971, 21p. ED 050 510.

*Discriminatory Attitudes (Social), *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Mentally Handicapped, Nongraded Primary System, *Peer Relationship, *Regular Class Placement, Social Attitudes, Special Classes

Twenty intermediate and 16 primary grade children were administered sociometric questionnaires to determine their social acceptance of three groups of children: normal children, educable mentally handicapped who were integrated into the academic routine of a nongraded school, and educables who remained segregated in a self-contained class. Results were felt to show that both integrated and segregated educable mentally handicapped were rejected significantly more often than normal children, that younger children are more accepting of others than older children, that boys express more overt rejection than girls, and that integrated educables are rejected more than segregated ones by boys but not by girls. The conclusion was advanced that regardless of intellectual level, the labelling of certain children as retarded may affect the expectations that normal children maintain for them; and that the same behaviors that lead to rejection when exhibited by normals may not result in social rejection when exhibited by children classified as mentally handicapped.

17. Gottlieb, Jay; And Others. Classroom Behavior of Retarded Children Before and After Reintegration into Regular Classes. Studies in Learning Potential, Volume 3, Number 49. 1973, 29p. ED 085 967.

Behavior Patterns, *Behavior Rating Scales, Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Regular Class Placement, *Social Adjustment

The classroom behavior of 11 segregated and 11 integrated educable mentally retarded (EMR) children, 8 to 13 years of age, was compared on a 12-category observation schedule when all EMR children were in special classes, four months after some children had been reintegrated, and at the conclusion of an academic year. The results indicated that integrated children differed from segregated children on a factor that included prosocial behavior, with the integrated group exhibiting more prosocial behaviors. No significant differences between the two study groups appeared on two other factors which included verbal and physical aggressive behavior.

18. Gottlieb, Jay; Budoff, Milton. Attitudes Toward School by Segregated and Integrated Retarded Children: A Study and Experimental Validation. Volume 2, Number 35. 1972, 12p. ED 062 751.

*Educable Mentally Handicapped; Elementary School Students; *Exceptional Child Research; Mentally Handicapped; *Regular Class Placement; *Special Classes; *Student Attitudes

The attitudes toward school of retarded children in various school placements were investigated in two studies. The first study compared the attitudes of nonretarded children, and educable mentally retarded children in segregated and integrated class placements. The results indicated that the segregated group posited significantly less favorable attitudes than the other groups. Since subject selection was not random, a second study was undertaken in which retarded children were randomly assigned to integrated and segregated classes and on whom pre-integration data were collected. The results were similar to those in Study I, and were discussed in terms of the labelling process and its consequences for behavior. (For related studies, see also ED 062 747 and ED 062 748.)

19. Handicapped Children in the Regular Classroom. 1972, 26p. ED 073 592.

Academic Achievement; *Educable Mentally Handicapped; *Effective Teaching; *Exceptional Child Research; Individualized Instruction; *Learning Disabilities;

Mathematics; Mentally Handicapped; Reading; *Regular Class Placement; Resource Teachers; Self Concept

Reported was a project in which 60 educable mentally retarded (EMR) and 30 educationally handicapped (EH) elementary school students were placed in regular classrooms to determine whether they could be effectively educated in those settings. Effective education was defined in terms of improvement in reading, mathematics, student and teacher acceptance, and self-concept. Students were provided with individually prescribed programs based on daily assessment and prescription by a resource teacher, who also worked with regular classroom teachers to coordinate pupils' programs with regular class activities. Regular classroom teachers attempted to help handicapped students feel that they were valuable class members. EMR Ss were reported to have made an average of 9 months growth in reading and 12 months growth in mathematics achievement. It was found that EH students made an average of 11 months growth in reading and 12 months growth in mathematics achievement. Osgood's Semantic Differential Scale showed no differences in teachers' overall perception of handicapped versus nonhandicapped students. On the Auditory Self Concept Measuring Instrument, 77% of the EMR students and 86% of the EH students were reported to have reached criterion level. When the Stick Figure Test was used to measure self concept, 96% of the EMR and 100% of the EH students were found to have reached criterion levels.

20. Hayball, H. L.: Dilling, H. J. Study of Students from Special Classes Who Have Been Returned to Regular Classes. 1969, 37p. ED 050 508.

*Exceptional Child Research, Interpersonal Competence, *Learning Disabilities, Questionnaires, *Regular Class Placement, *Social Adjustment, *Student Evaluation

The purpose of the study was to assess the impact of regular class placement on learning problem students. Consideration was given to academic achievement, personal and social adjustment, peer relationship, and students' perceptions of the class. Fifty-seven learning problem students were selected from four types of learning disabilities classes: opportunity (educable, slow learner), perceptual, behavioral (including multiply handicapped), and special reading. Questionnaires distributed to the class teacher and interviews with the children were used to collect data. According to the teachers' evaluations, all groups but the opportunity class group achieved according to expectation. Overall personal and social adjustment, as perceived by the teachers, was considered similar for all groups. The special students were shown to give favorable responses to questions related to their

feelings about the regular class. It was revealed by comparison that the opportunity class students were the most positive of the groups. Samples of the teacher questionnaire and student interview questions are included in the appendix.

21. Hewett, Frank M.; And Others. The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report. 1969, 92p. ED 038 809.

Academic Achievement, Academically Handicapped, *Behavior Change, *Behavior Problems, Behavior Rating Scales, Class Management, Classroom Environment, *Exceptional Child Research, *Learning Disabilities, Learning Readiness, Reading, Regular Class Placement, Reinforcement, Special Classes

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior.

22. Johnston, William. A Study to Determine Teacher Attitude Toward Teaching Special Children with Regular Children. 1972, 12p. ED 065 950.

*Exceptional Child Research; *Handicapped Children; *Regular Class Placement; *Teacher Attitudes

The investigation to determine teacher attitudes toward regular class placement for handicapped children included an opinionnaire, eight personal contacts with teachers, and four observations. Results indicated that every teacher answering the opinionnaire

agreed that class progress was not impeded by presence of the handicapped student. The overall finding was that teachers did not find having a special student in the class a problem. Many teachers expressed amazement at the achievement of the handicapped children. Availability of resource teachers was found to be helpful to regular teachers.

23. Learninganalysis: A PACE Project. 1969, 15p. ED 033 093.

Educational Diagnosis, Elementary Schools, *Handicapped Students, *Inservice Teacher Education, *Learning Specialists, *Regular Class Placement, Resource Staff Role, Rural School Systems, *School Cadres, Teacher Role

The model program described in this Title III project report was developed "to eliminate the need for segregated classes for handicapped children in remote school systems." The underlying assumption of the program is that, if the regular teacher is (1) supported by a staff of specially trained resource personnel whole roles are clearly defined and (2) offered inservice training in ways of recognizing and meeting the special needs of the physiologically or psychologically handicapped student, the needs of these children can be met both more efficiently and more effectively within the context of the regular classroom. Essential to this particular program, in which a school cadre works cooperatively to analyze the handicapped student's learning style and to develop creative and appropriate methods for responding to it, is a learning analyst (here referred to as a child-study teacher). His primary function is to serve as intermediary between the resource staff, the classroom teacher, and the individual student throughout the cycle of referral, preconference, observation, consultation, diagnosis, analysis, and postconference. By the end of the cycle it is expected that the competency of the classroom teacher will have been upgraded to the point that she will be able to assume the major responsibility for the continuing education of the handicapped child.

Also available from: Child Study Center, Steamboat Springs, Colorado 80477

24. Learning Disabilities Reconsidered: A Report of the Wayne County Committee for the Study of Children with Learning Disabilities, 1967-1969. 1969, 20p. ED 033 487.

*County School Systems, *Exceptional Child Education, Identification, *Learning Disabilities, *Program Planning, Program Proposals, Regular Class Placement, School Surveys, Special Services

A report of a county committee to investigate programs and problems related to learning disabilities reviews areas which were examined. Consideration is given to the work of the committee and its division into subcommittees, to the dilemma of defining learning disabilities, and to solutions for dealing with handicapped children, including special classes and regular class placement. Supportive services, aids, and resource teachers are considered to assist regular teachers. The responses of 31 of 43 public school districts in the county concerning practices for children with learning disabilities are summarized. Recommendations for research and field trips made by H. Carl Haywood are presented as are his suggestions for planning and developing programs. The suggestions of the committee and a list of members are included.

25. Levine, Helen G. A Proposed Program of Personal Adjustment for Visually Handicapped Pupils. 1969, 60p. ED 048 715.

Administration, After School Programs, Curriculum Development, *Exceptional Child Research, *Personal Adjustment, Personnel Needs, *Program Proposals, Regular Class Placement, Summer Programs, Teacher Qualifications, *Visually Handicapped, Visually Handicapped Mobility, Visually Handicapped Orientation

A proposal for a personal adjustment program for visually handicapped students is described to contain three primary components: the ongoing curriculum which encourages techniques of modification and application of the presently existing regular curriculum to the needs of the blind; the extended school program which provides out-of-school services as an additional, compensatory aid to the handicapped children; and a summer session to be offered throughout the high school years. Personnel needs are suggested to include braille teachers, mobility instructors, the classroom teacher of a specialized subject who will integrate the visually handicapped into the regular classroom, and personal adjustment teachers. Suggestions of teacher roles and qualifications, and the development of summer teaching training institutes are noted. Activities and financial implications of the three primary components of the program are discussed. General recommendations for program policy and further study are enumerated.

26. McCarthy, Jeanne McRae. A Legacy of Service: A Commitment to Excellence. "Exceptional Child Education: A Dumping Ground for All Educational Failures?" 1972, 10p. ED 077 172.

*Classification; *Exceptional Child Education; *Handicapped Children; Individualized Instruction; Inservice Teacher Education; *Regular Class Placement; Special Classes; Teacher Education; *Teacher Evaluation

The last 25 years of special education has been the pendulum swing from over confidence in special class placement to current efforts to mainstream handicapped children. Characteristic of children entering school is variation in ability and learning style. Some of the children will be referred to special education not because of extreme learning problems but because of poor teaching in the regular classroom. The teacher is the most important variable in the child's educational experience, and the teacher who can effectively individualize instruction will need to refer fewer children to the special educator. Public schools must take an active role in the teacher training process. Children must be protected from experienced teachers who suffer from sporadic mental health problems. Improved inservice training programs such as university credited courses are needed. Special educators should involve themselves with improving the diagnostic placement process, promoting a view of special education as an extension of regular class placement, and redefining handicapping conditions which require segregated classes.

27. A Model Program of Comprehensive Educational Services for Students With Learning Problems. 1973, 182p. ED 083 770.

Academic Achievement, Class Activities, Elementary School Students, *Exceptional Child Education, *Instructional Materials, *Learning Disabilities, Motor Development, *Program Descriptions, *Regular Class Placement, Secondary School Students, Teacher Developed Materials, Teaching Guides, Technology

Programs are described for learning-disabled or mentally-handicapped elementary and secondary students in regular and special classes in Union, New Jersey, and approximately 58 instructional episodes involving student made objects for understanding technology are presented. In part one, components of the model program such as the multi-learning disability class, core program, occupational program for retarded students, employment orientation, a perceptual training activity bank, and inservice training using a microwave television broadcast system are described. Appended are by-laws

for a teacher/parent council, an equipment list for the occupational center, and descriptions of vocational/occupational programs for handicapped students. In part two, teacher developed regular class activities for the children's technology curriculum are ususally described in terms of academic area to be remediated, source of materials needed for construction, motivation, and procedure (diagrams are included). At the lower primary level, students are introduced to use of basic tools. At the primary and intermediate levels, students make items such as a potholder rack, book rack, sawhorse, and bluebird home, or use the adding machine, calculator, and typewriter. Included for intermediate level students are activities for experimenting with plants and for building a galvanometer, a weather station, an incubator, an electric question game, and a water table demonstration model.

28. Pedrini, Bonnie C.; Pedrini, D.T. Special Education: A Position Paper. 1973, 11p. ED 085 927.

*Administrative Organization, *Educational Trends, *Exceptional Child Education, Handicapped Children, *Regular Class Placement, *Resource Centers, Resource Teachers, Trend Analysis

The position paper examines trends in the education of handicapped children and suggests an administrative organization for implementation and research purposes. Discussed are the earlier trend toward self-contained special classes and the current trend toward regular class placement, often mandated by the courts. Proposed as an alternative to segregated classes is the resource room with itinerant teachers or consultants offering special instruction to individual or small groups, within the regular class or in the resource room. A need to retain special classes for students exhibiting severely deviant behaviors is noted.

29. Pugmire, Jean; Farrer, Kenneth. A Program To Assist Educational Personnel To Teach Students of Wide Variability in Regular Classrooms. Director's Annual Progress Report (July 1, 1970 to June 30, 1971). 1971, 113p. ED 054 069.

College School Cooperation, *Community Involvement, Educationally Disadvantaged, Elementary School Teachers, *Handicapped Students, *Inservice Teacher Education, Job Training, *Regular Class Placement, Special Education, *Teacher Aides

This report describes the first year of a 3-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classroom. (The final report of the original 1-year project is available as ED 043 598.) The emphasis during the first extension year was on securing greater involvement in the project by the community and closer cooperation between the university and the public schools. Extensive continuing evaluation of all aspects of the project indicated that: 1) children at the laboratory school or in participating districts were getting more individualized attention which served to maintain, if not enhance, self-concepts and achievement; 2) trainees improved attitudes and skills in working with educationally disadvantaged children; and 3) institutional change occurred through curriculum changes, inter-departmental activities, and community involvement. (The progress report includes 20 appendixes which contain the details of the evaluation, forms used in the evaluation, descriptions of practical experiences by teachers involved in the project, lists of staff and trainees, and letters from participating schools and other organizations interested in the project.)

30. Quigley, Stephen P.; Thomure, F. Eugene. Some Effects of Hearing Impairment upon School Performance. 1969, 23p. ED 044 869.

*Academic Achievement, *Aurally Handicapped, *Exceptional Child Research, Hard of Hearing, Identification, *Performance Factors, Regular Class Placement, Student Evaluation

To determine the effects of hearing impairment on school performance of students for whom no special educational provisions had been made, 116 students (ages 7 through 17 in public school grades 2 through 10) were evaluated for auditory impairment, IQ, and educational achievement. Findings of the study showed that even mild hearing impairment resulted in educational retardation. The study also indicated the need for early and improved screening for auditory handicaps, and the lack of educational provisions for the mildly impaired.

31. Regular Class Placement/Special Classes: Exceptional Child Bibliography Series. 1971, 15p. ED 052 567.

Ability Grouping, *Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, Grouping (Instructional Purposes), Handicapped Children, *Regular Class Placement, *Special Classes

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the bibliography contains 56 references dealing with the issue of regular or special class placement for exceptional children. Entries, which include texts, journal articles, conference papers, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included.

32. Regular Class Placement/Special Classes; A Selective Bibliography. 1972, 24p. ED 065 967.

Abstracts; *Bibliographies; *Exceptional Child Education; Gifted; *Handicapped Children; *Regular Class Placement; *Special Classes

The selected bibliography on regular class placement and special classes for handicapped and gifted children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1957 to 1971.

33. Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools. 1970, 62p. ED 046 190.

*Aurally Handicapped, *Educational Programs, *Exceptional Child Education, Public Schools, Regular Class Placement, Special Classes, *State Programs, State Standards

The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education, assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, program of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal.

34. The Role of the Public School Administrator Related to Special Education Programs. Proceedings of the Special Study Institute (Westchester County, New York, November 13-15, 1969). 1969, 37p. ED 042 290.

Administrative Personnel, Administrator Attitudes, *Educational Administration, *Exceptional Child Research, Inservice Education, Institutes (Training Programs), Regular Class Placement, Special Classes

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes.

35. Sattler, Joan; Notari, Carol. Results of Questionnaire on Integration of Non-Sensory Handicapped Children. 1973, 18p. ED 081 149.

*Administrator Attitudes, *Exceptional Child Education, Handicapped Children, *Regular Class Placement, School Districts, Special Education Teachers, *Surveys, *Teachers

Reported is a descriptive analysis of observations made in Illinois schools (four school districts) and of responses from 29 special and regular teachers and administrators regarding integration of nonsensory mildly handicapped students. It is said that students formerly in special classes have been integrated in many regular classrooms and that the trend is for only students below the educable level to continue in self contained classrooms. The responses are based on the following interview topics: personal data, child related difficulties with integration; teacher related difficulties with integration; the ideal person to help with integration, the ideal educational program, and university course content. Some of the responses indicate that teachers frequently mentioned characteristics such as aggressiveness or social maladjustment as deterrents to appropriate functioning of special students in regular classrooms, and that teachers used behavioral modification techniques, and were enthusiastic about integration (provided supplementary support such as teacher teaming, and resource rooms continued). Other findings indicate that administrators preferred teachers with regular and special class experience to help with integration, whereas teachers preferred a crisis teacher knowledgeable about children's social-emotional difficulties; that both teachers and administrators liked a non-graded approach; and that administrators desired inclusion of two special education courses in university teacher programs, whereas teachers desired courses in remedial reading, social-emotional problems, and educational programing.

36. Schwartz, Louis; And Others. Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped. Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971). 1972, 90p. ED 060 609.

Conference Reports; *Exceptional Child Education; *Handicapped Children; *Program Proposals; *Regular Class Placement; *Teacher Education

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education.

37. Siegel, Ernest. Special Education in the Regular Classroom. John Day Books in Special Education. 1969, 171p. ED 037 834.

Document not available from EDRS.

Administrator Role, *Behavior, Class Management, Community Programs, Emotionally Disturbed, *Exceptional Child Education, *Handicapped Children, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, *Regular Class Placement, Self Concept, Slow Learners, Student Problems, Teacher Education, Teacher Role, *Teaching Methods

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter.

Availability: John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50)

38. Special Class Placement - A Continuing Debate. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25,1970). 1970, 34p. ED 039 383.

*Exceptional Child Education; *Handicapped Children; *Mentally Handicapped; *Placement; Regular Class Placement; Special Classes; Educable Mentally Handicapped; Educational Trends; Educational Needs; Conference Reports

The report of the proceedings of the 1970 convention of the Council for Exceptional Children includes papers on the arguments for and against special class placement. Discussions concern themselves with love of life, truth, and others by Matt Trippe, the efficacy of special placement for educable mentally handicapped children by John W. Kidd, and the destructiveness of special placement by Tony C. Milazzo. Additional speeches describe the efficacy of special placement for the educable mentally handicapped by Roger Reger and the prospects of the mentally handicapped for the future by Donald F. Sellin.

39. Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA. Final Report. 1971, 516p. ED 052 550.

Demonstration Projects, Diagnostic Teaching, *Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Research, *Intervention, *Learning Difficulties, Preschool Children, Regular Class Placement

Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under

80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, for project's interim report.)

40. Suggested Solutions to Problems Teachers Encounter with their Gifted Students. 1972, 91p. ED 071 217.

*Class Activities; *Exceptional Child Education; Exceptional Students; *Gifted; Intelligence Differences; Parent Attitudes; Problem Solving; Regular Class Placement; *Social Adjustment; Study Habits; Teacher Role; *Teaching Methods

Numerous problems which teachers may have with gifted students in their classes are listed and several possible solutions are suggested in outline form for each problem. Problems covered are of six types: intellectual problems of individual gifted students (arising from abilities superior to those of their classmates); study habit problems of gifted students, social problems of gifted students; parental problems; intellectual and social problems of groups of gifted students (small groups of gifted students in regular classes); and staff relationship problems of teachers of gifted students. The solutions suggested to the various problems caused by the presence of a gifted student in a regular class are intended to serve teachers as catalysts in developing other, personalized solutions.

41. Ward, Marjorie E.; Peabody, Ralph L. Education of Visually Handicapped Children. Computer Assisted Remedial Education Report No. R-50. 1972, 57p. ED 077 164.

*Computer Assisted Instruction; Effective Teaching; *Exceptional Child Education; *Graduate Study; Guidelines; Individual Differences; Inservice Teacher Education; *Regular Class Placement; Rural Education; Self Concept; Sensory Integration; Teachers; *Visually Handicapped

The handbook is intended to be part of a graduate course entitled "Education of Visually Handicapped Children" which is taught via computer assisted instruction to teachers in rural areas. Course topics include: education of visually handicapped children, clinical and functional identification criteria, collection of educationally relevant information, the process of seeing, common causes of poor

vision, construction of instructional objectives, selection of instructional media and materials, arrangement of classroom environmental conditions, design of instructional procedures, and utilization of appropriate techniques for evaluating performance. Stressed throughout the course are the efficient use of auditory, tactile, and residual visual abilities; careful observation of individual differences; and the development of positive self attitudes in visually handicapped children. (See ED 054 063 for a related document).

42. Walker, Hill M.; Buckley, Nancy K. Assessment and Treatment of Deviant Behavior in Children - Section Four: Evaluation of Three Experimental and One Control Strategy in Facilitating Generalization and Maintenance of Treatment Effects Following Two Months of Treatment in a Token Economy. Final Report. 1970, 43p. ED 049 592.

Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, *Followup Studies, *Program Effectiveness, Program Evaluation, Regular Class Placement, *Reinforcement, Socially Deviant Behavior

The document is section four of a six part report on the assessment and treatment of deviant behavior in children. The effects of three experimental strategy were investigated to facilitate generalization of treatment effects following 2 months in a token economy classroom. Forty four subjects were assigned to one of three experimental strategies, peer group reprogramming, equation of external stimulus conditions, and teacher training in behavior management techniques, which were implemented in the regular classroom for a 2 month period. The amount of deviant behavior produced by the subjects was the dependent variable. The average for all 44 subjects was felt to show behavior maintenance effects from treatment during followup. The token economy was considered to have a powerful treatment effect. Other aspects of the project are found in section one (ED 049 589) overview; section two (ED 049 590) assessment; section three (ED 049 591) treatment; section five (ED 049 593) teacher behavior; and section six (ED 049 594) single subject experiments.

43. Weintraub, Frederick J. Recent Influences of Law on the Identification and Placement of Children in Programs for the Mentally Retarded. 1971, 24p. ED 048 685.

Court Cases, *Educable Mentally Handicapped, *Educational Trends, Identification, *Legal Responsibility, *Legislation, Mentally Handicapped, Regular Class Placement, *Student Placement

In discussing the recent legislative influences on the identification and placement of children in programs for the mentally handicapped, the author presents a brief overview of the development of the concept of special education as indicated by significant court rulings of the late nineteenth and early twentieth centuries. Major legal decisions of the past decade are described relating to areas of state definitions of disability and eligibility, validity of placement (with particular emphasis on intelligence testing as a primary criterion), discriminatory placement of minority groups, parent rights, and ability grouping or tracking. The author also summarizes the implications of the cited cases in terms of testing, placement procedures, individual rights, and the trend of special education itself.

References from Current Index to Journals in Education (CIJE)

1. Adamson, Gary; Van Etten, Glen. Zero Reject Model Revisited: A Workable Alternative. Exceptional Children, v38 n9 pp735-738 May 1972, EJ 084 524

*Exceptional Child Education; *Handicapped Children; *Equal Education; *Special Classes; *Regular Class Placement; Models; Program Development; Resource Teachers; Administrative Organization

In response to an article by M.S. Lilly which offered a training based model for special education, the author raises questions about the proposed model and offers an alternative model which would include special classes and resource room placement as a short term alternative to regular class placement.

2. Adelman, Howard S. The Resource Concept: Bigger than a Room. Journal of Special Education, v6 n4 pp361-367 Winter 1972, EJ 079 673

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Regular Class Placement; *Inservice Teacher Education; Instructional Materials Centers; Effective Teaching; Conference Reports

The resource room concept need not be considered as merely an alternative learning environment for handicapped children but can aid in the improvement of general education so that fewer children need specialized services and in the provision of services for children who still require specialized instruction.

3. Andrews, R.J.; Schonell, Eleanor. Rehabilitation International and Special Education in Australia. Slow Learning Child, v19 n3 pp131-137 Nov 1972, EJ 076 305

Conference Reports; *Educational Needs; *Educational Trends; *Exceptional Child Education; *Handicapped Children; Regular Class Placement; Teacher Education

Discussed are issues and events which highlighted interest in special education in Australia during 1972.

4. Auble, Lee F. Normalization Can be a Reality. Volta Review, v74 n8 pp481-486 Nov 1972, EJ 068 192

*Aurally Handicapped; *Educational Programs; *Exceptional Child Education; Manpower Needs; Parent School Relationship; *Program Descriptions; Regular Class Placement

Difficulties of initiating programs aiming at the normalization of hearing impaired children are discussed in terms of a particular educational program and its experiences with staffing problems, with achieving regular class placement for hearing impaired children, with parent programs, and with gaining the cooperation and interest of the total staff.

5. Barngrover, Elaine. Clearinghouse: A Study of Educators' Preferences in Special Education Programs. Exceptional Children, v37 n10 pp754-755 Summer 1971, EJ 040 850

Administrator Attitudes; *Exceptional Child Education; *Handicapped Children; *Regular Class Placement; *Special Classes; Surveys; *Teacher Attitudes

Of 50 educators interviewed, 27 favored retention of special classes for the mildly exceptional child and 23 favored integration into regular classes. Teachers tended to prefer special classes; nonteaching educators (administrators, school psychologists) tended to favor regular class placement.

6. Belkin, Larry. Miracles for the Retarded. Av Guide: The Learning Media Magazine, v51 n9 pp8-10, 18-19 Sep 1972, EJ 066 672

*Instructional Programs; *Regular Class Placement; *Resource Centers; *Retarded Children; *Special Education

7. Bersoff, Donald N. Effectiveness of Special Class Placement for Children Labeled Neurologically Handicapped. Journal of School Psychology, v10 n2 pp157-163 1972, EJ 064 839

*Handicapped Children; *Learning Disabilities; Neurological Defects; *Neurologically Handicapped; *Regular Class Placement; *Special Classes; Special Education

Children labeled neurologically handicapped subsequent to psychological and medical evaluation were exposed to treatments: (1) placement in a self-contained classroom; (2) retention in a regular class with help from tutors; (3) retention in a regular class with no extra help. Effects on academic achievement and visual-motor functioning showed no significant differences among the groups.

8. Biklen, Douglas. Exclusion. Peabody Journal of Education, v50 n3 pp226-234 Apr 1973, EJ 073 135

Court cases; *Educational Equality; *Exceptional Child Services; *Handicapped Children; Institutionalized (Persons); Regular Class Placement; *Special Education

Author describes the case of a parent with two handicapped children faced with the almost overwhelming forces which often work against parents and children who want the public schools to provide education for the disabled.

9. Bitter, Grant B.; Mears, Edwin G. Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes. Volta Review, v75 n1 pp13-22 Jan 1973, EJ 071 611

*Aurally Handicapped; *Exceptional Child Education; Intervention; *Program Planning; *Public Schools; *Regular Class Placement; Surveys

10. Blum, Evelyn R. The Now Way to Know: The Madison Plan as an Alternative to Special Class Placement: An Interview with Frank Hewett. Education and Training of the Mentally Retarded, v6 n1 pp29-42 Feb 1971, EJ 033 442

*Administrator Role; *Behavior Change; *Exceptional Child Education; Interviews; Learning Laboratories; Program Descriptions; Regular Class Placement; *Student Placement

The article discusses behavior modification techniques designed to prepare the child for integration into the regular class setting.

11. Blumberg, Lisa. The Case for Integrated Schooling. Exceptional Parent, v3 n4 pp15-17 Sep-Oct 1973, EJ 091 334

*Exceptional Child Education, *Cerebral Palsy, *Regular Class Placement, Physically Handicapped

The author, a college senior, with cerebral palsy, advocates integration of most physically handicapped children into regular classes on the basis of her own experiences in regular schools and classes.

12. Bowman, Elizabeth. A Resource Room Program for Hearing Impaired Students. Volta Review, v75 n4 pp208-213 Apr 1973, EJ 079 630

*Exceptional Child Education; *Aurally Handicapped; *Resource Teachers; *Program Descriptions; *Regular Class Placement; Childhood

13. Bowyer, L.R.; Gillies, J. The Social and Emotional Adjustment of Deaf and Partially Deaf Children. British Journal of Educational Psychology, v42 pt3 pp305-308 Nov 1972, EJ 073 136

Data Analysis; *Deaf Children; *Emotional Adjustment; *Hard of Hearing; *Regular Class Placement; *Social Adjustment

The hypothesis was investigated that partially deaf children have more social-emotional problems than severely deaf children, with the corollary that the policy of placing partially deaf children in ordinary schools might need to be reconsidered.

14. Bradfield, Robert H.; And Others. The Special Child in the Regular Classroom. Exceptional Children, v39 n5 pp384-390 Feb 1973, EJ 071 605

*Academic Achievement; *Changing Attitudes; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Regular Class Placement; Social Development

Academic progress and development of social skills by educable mentally retarded children who were integrated into regular classrooms were compared with the same factors in controls placed in self-contained classrooms.

15. Brooks, Benjamin L.; Bransford, Louis A. Clearinghouse: Modification of Teachers' Attitudes Toward Exceptional Children. Exceptional Children, v38 n3 pp259-260 Nov 1971, EJ 045 934

*Culturally Disadvantaged; *Exceptional Child Education; Regular Class Placement; *Teacher Attitudes

16. Budoff, Milton. Providing Special Education without Special Classes. Journal of School Psychology, v10 n2 pp199-205 1972, EJ 064 496

Low Ability Students; *Regular Class Placement; School Psychologists; *Special Classes; *Special Education; *Special Programs

The impetus and logic for maintenance or reintegration of marginally inadequate students in regular class programs is discussed.

17. Bunch, G. Emotionally Disturbed Children in the Regular Classroom. Special Education in Canada, v44 n3 pp29-33 Mar 1970, EJ 020 102

Behavior Change; *Emotionally Disturbed; *Exceptional Child Education; *Regular Class Placement; Teacher Role; Teaching Methods

18. Burke, Philip J.; Sage, Daniel D. The Unorthodox Use of a Simulation Instrument. Simulation and Games, v1 n2 pp155-171 Jun 1970, EJ 034 466

*Administrator Attitudes; Changing Attitudes; *Regular Class Placement; *Simulation; Special Education

The use of simulation in a workshop for school administrators was found to foster more positive attitudes toward special education and increased acceptance of regular class placement of the handicapped.

19. Bushlow, Patricia A.; Sudwarth, Carole A. Underachievers Profit from Pilot Project in John Eaton School. Delta Kappa Gamma Bulletin, v36 n3 pp45-48 Spring 1970, EJ 028 799

Elementary School Students; *Learning Difficulties; *Regular Class Placement; *Underachievers

20. Carlson, Laurance B. Training Classroom Teachers to Provide In-Class Educational Services for Exceptional Children in Rural Areas. Journal of School Psychology, v10 n2 pp147-151 1972, EJ 064 494

*Exceptional Child Education; Exceptional Children; *Regular Class Placement; Rural Areas; *Rural School Systems; *Teacher Education; Teachers

A training program utilizing the engineered classroom concept was conducted to train rural elementary teachers to meet the educational needs of exceptional children within the framework of a regular classroom. This project demonstrated a method by which rural isolated school districts can upgrade their services to exceptional children with existing personnel.

21. Carruth, Kathryn J.; And Others. Possible Effects of Integration of the Deaf within a Typical Vocational School Setting. Journal of Rehabilitation of the Deaf, v4 n4 pp30-41 Apr 1971, EJ 042 450

*Aurally Handicapped; Deaf; Employment Potential; *Exceptional Child Research; Peer Acceptance; *Peer Relationship; *Regular Class Placement; Vocational Schools

22. Cartwright, G. Phillip; And Others. Two Decision Models: Identification and Diagnostic Teaching of Handicapped Children in the Regular Classroom. Psychology in the Schools, v10 n1 pp4-11 Jan 1973, EJ 073 138

Consultants; *Diagnostic Teaching; Exceptional Children; *Handicapped Children; Identification; *Psychological Services; *Regular Class Placement; *School Psychologists

This paper proposes two models, an identification model and a diagnostic teaching model, that may be used effectively by the school psychologist in his efforts to assist teachers in the identification

and educational management of handicapped children. The models are designed to help teachers make intelligent decisions about children in their classrooms.

23. Cartwright, G. Phillip; Cartwright, Carol A. Gilding the Lilly: Comments on the Training Based Model. Exceptional Children, v39 n3 pp231-234 Nov 1972, EJ 066 545

*Diagnostic Teaching; *Exceptional Child Education; *Handicapped Children; *Identification; Models; *Regular Class Placement; Teacher Qualifications

Proposed are two decision models intended to be followed by regular teachers, with the consultation of special educators, in the identification of handicapped children and in the provision of direct services to handicapped children in regular classrooms.

24. Carvajal, Antonio L. Predictors of Four Criteria of Self Concept in Educable Mentally Retarded Adolescents. Exceptional Children, v39 n3 p239 Nov 1972, EJ 066 547

*Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Regular Class Placement; *Self Concept; *Special Classes

Reported was a study on the effect of integrated and segregated educational settings, respectively, on the self concept of 100 educable mentally retarded adolescents.

25. Cegelka, Walter J.; Tyler, James L. The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective. Training School Bulletin, v67 n1 pp33-68 May 1970, EJ 021 487

Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; Regular Class Placement; *Research Reviews (Publications); Special Classes; *Student Placement

26. Christopherson, Joan. The Special Child in the "Regular" Preschool: Some Administrative Notes. Childhood Education, v49 n3 pp138-140 Dec 1972, EJ 065 898

*Administrator Responsibility; *Handicapped Children; *Preschool Children; *Regular Class Placement; Teacher Attitudes

Author suggests three keys to success in helping children (and parents and teachers) deal with physiological blocks to learning.

27. Christoplos, Florence. Keeping Exceptional Children in Regular Classes. Exceptional Children, v39 n7 pp569-572 Apr 1973, EJ 079 646

*Exceptional Child Education; *Learning Disabilities; *Regular Class Placement; *Teacher Education; *Teaching Methods; Tutoring; Task Analysis; Rating Scales

Examined are teacher education priorities of a program whose goal was to have first grade teachers feel confident enough to retain learning disabled children in their regular public school classes.

28. Christoplos, Florence; Renz, Paul. A Critical Examination of Special Education Programs. Journal of Special Education, v3 n4 pp371-379 Winter 1969, EJ 018 614

Ability Grouping; *Exceptional Child Education; *Handicapped Children; Program Evaluation; Regular Class Placement; Special Classes; *Special Programs; Student Placement

29. Fellendorf, George W. Hearing Impaired Graduates of Regular Schools. Volta Review, v75 n4 pp232-255 Apr 1973, EJ 079 634

*Exceptional Child Research; *Deaf; *Graduate Surveys; *Regular Class Placement; *Student Attitudes; Aurally Handicapped; Young Adults

30. Flynn, Tim M.; Flynn, Lynda A. The Effect of a Parttime Special Education Program on the Adjustment of EMR Students. Exceptional Children, v36 n9 pp680-681 May 1970, EJ 017 238

Educable Mentally Handicapped; *Exceptional Child Research; *Mentally Handicapped; Personal Adjustment; Program

Effectiveness; *Program Evaluation; Regular Class Placement; Social Adjustment; Special Programs; Tutoring

31. Frick, Elizabeth. Adjusting to Integration: Some Difficulties Hearing Impaired Children Have in Public Schools. Volta Review, v75 n1 pp36-46 Jan 1973, EJ 071 615

Academic Achievement; *Adjustment Problems; *Aurally Handicapped; *Exceptional Child Education; *Public Schools; *Regular Class Placement; Social Development

32. Fudala, Janet Barker. Applied Awareness: Speech Improvement in an Elementary Classroom. Teaching Exceptional Children, v5 n4 pp190-194 Summer 1973, EJ 081 366

*Exceptional Child Education; *Speech Handicapped; *Teaching Methods; *Speech Improvement; *Regular Class Placement; Elementary School Students; Lesson Plans

33. Gardner, Ovitta Sue. Out of the Classroom: The Birth and Infancy of the Resource Center at Hauula. Exceptional Children, v38 n1 pp53-58 Sep 1971, EJ 044 348

*Educable Mentally Handicapped; *Exceptional Child Education; Mentally Handicapped; Program Descriptions; *Regular Class Placement; *Resource Teachers

34. Garrett, Constance; Stovall, Esther M. A Parent's Views on Integration. Volta Review, v74 n6 pp338-344 Sep 1972, EJ 061 400

*Aurally Handicapped; Communication Skills; *Exceptional Child Education; *Language Development; *Regular Class Placement; *Speech Improvement

The inteview with the mother of a 14-year-old deaf girl points out the educational development of the girl after she was placed in a regular school.

35. Gjessing, Hans-Jorgen. Integration of the Handicapped: What Demands Will be Made? Slow Learning Child, v19 n1 pp28-39 Mar 1972, EJ 061 999

*Exceptional Child Education; *Handicapped Children; *Mentally Handicapped; *Regular Class Placement; *School Integration

Integration of the handicapped child, and of the mentally retarded child in particular, into the regular class is discussed generally.

36. Glass, Raymond M.; Meckler, Roy S. Preparing Elementary Teachers to Instruct Mildly Handicapped Children in Regular Classrooms: A Summer Workshop. Exceptional Children, v39 n2 pp152-156 Oct 1972, EJ 064 865

*Elementary Education; *Exceptional Child Research; *Handicapped Children; Intervention; *Regular Class Placement; Student Teacher Relationship; Summer Programs; *Teacher Education; Workshops

37. Glavin, John P. Followup Behavioral Research in Resource Rooms. Exceptional Children, v40 n3 pp211-213 Nov 1973, EJ 089 502

*Exceptional Child Research, *Behavior Problems, *Resource Centers, *Followup Studies, *Regular Class Placement, Emotionally Disturbed, Elementary School Students, Behavior Change, Locus of Control, Testing

Five groups of approximately 50 children, grades 2 through 6, from each of five schools (four in low socioeconomic mostly black areas), originally referred for 1 or 2 years' support in a behaviorally oriented resource room, were followed up after regular class placement for 2 or 3 years.

38. Griffiths, Anita N.; And Others. Leave Dyslexics in the Classroom. Academic Therapy Quarterly, v8 n1 pp57-65 Fall 1972, EJ 068 282

Academic Achievement; *Elementary School Students; *Exceptional Child Research; *Learning Disabilities; *Regular Class Placement; *Remedial Instruction

39. Grosenick, Judith K. Assessing the Reintegration of Exceptional Children into Regular Classes. Teaching Exceptional Children, v2 n3 pp113-119 Spring 1970, EJ 021 511

Behavior Patterns; Behavioral Objectives; *Emotionally Disturbed; Evaluation Techniques; *Exceptional Child Research; *Regular Class Placement; Student Evaluation

40. Hafner, Donroy. A Shift in Emphasis in Programing for Handicapped Children. Exceptional Children, v39 n1 pp59-60 Sep 1972, EJ 063 363

Demonstration Projects; *Educational Programs; *Exceptional Child Education; *Handicapped Children; *Program Descriptions; *Regular Class Placement

The short article describes the Shift of Emphasis Project in Texas, which is explained to be developed and funded by the Bureau for Educational Personnel Development, Special Education, U.S. Office of Education.

41. Hammill, Donald. The Resource-Room Model in Special Education. Journal of Special Education, v6 n4 pp349-354 Winter 1972, EJ 079 671

*Exceptional Child Education; *Handicapped Children; *Regular Class Placement; *Resource Teachers; *Educational Trends; Elementary School Students; Instructional Materials Centers; Program Descriptions; Educational Planning; Conference Reports

42. Heller, Harold W. The Resource Room: A Mere Change or Real Opportunity for the Handicapped? Journal of Special Education, v6 n4 pp369-375 Winter 1972, EJ 079 674

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Special Classes; *Regular Class Placement; Instructional Materials Centers; Special Education Teachers; Educational Opportunities; Conference Reports

43. Iano, Richard P. Shall We Disband Special Classes? Journal of Special Education, v6 n2 pp167-177 Summer 1972, EJ 073 146

Elementary School Students; *Exceptional Child Education; *Mentally Handicapped; *Regular Class Placement; Secondary School Students; *Special Classes; *Student Placement

44. Iano, Richard P.; And Others. Sociometric Status of Retarded Children in an Integrative Program. Exceptional Children, v40 n4 pp267-271 Jan 1974, EJ 092 782

*Exceptional Child Research, *Educable Mentally Handicapped, *Sociometric Techniques, *Regular Class Placement, *Peer Acceptance, Mentally Handicapped, Elementary School Students, Resource Centers

The study determined the sociometric status in elementary school regular classes of 40 former special class educable mentally retarded children who participated in an integrative resource room program.

45. Jansen, Mogens; And Others. Is Special Education Necessary? - Can This Program Possibly be Reduced? Journal of Learning Disabilities, v3 n9 pp434-439 Sep 1970, EJ 026 894

*Comparative Education; *Educational Trends; *Exceptional Child Education; Mentally Handicapped; Regular Class Placement; Remedial Instruction

46. Jenkins, Joseph R.; Mayhall, William F. Describing Resource Teacher Programs. Exceptional Children, v40 n1 pp35-36 Sep 1973, EJ 084 554

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Regular Class Placement; *Program Planning; Program Descriptions

Resource teacher programs designed to keep handicapped learners in the educational mainstream can be seen to differ across certain dimensions, though they should share some common standard attributes.

47. Jones, Carolyn M.; Byers, Vincent W. Classification of Hearing Impaired Children in the Classroom: A Theoretical Model. Journal of Learning Disabilities, v4 n1 pp51-54 Jan 1971, EJ 032 084

*Aurally Handicapped; Classification; *Exceptional Child Research; Models; *Regular Class Placement

48. Jones, Reginald L.; And Others. Blind Children Integrated in Classrooms with Sighted Children: A Sociometric Study. New Outlook for the Blind, v66 n3 pp75-80 Mar 1972, EJ 054 608

*Blind; *Exceptional Child Research; *Peer Relationship; *Regular Class Placement; Social Attitudes; Visually Handicapped

49. Klinger, Ronald L. A Shift of Emphasis in Texas Education. Journal of School Psychology, v10 n2 pp152-156 1972, EJ 064 495

*Exceptional Child Education; *Exceptional Children; Handicapped Children; *Regular Class Placement; *Special Education

Recently passed state legislation outlines broad changes regarding the manner in which handicapped children are to be educated in future years. The Shift of Emphasis Project examines the implications and establishes possible training models for the accomplishment of the goal of teaching the handicapped in the regular classroom.

50. Kraft, Arthur. Down with (Most) Special Education Classes. Academic Therapy, v8 n2 pp207-216 Winter 1972-1973, EJ 069 868

Educational Philosophy; *Exceptional Child Education; *Handicapped Children; *Regular Class Placement; Special Classes; *Student Placement

Discussed are undesirable proliferation of special education classes and some possible alternatives which could increase the number of children able to remain in regular classes.

51. Leckie, Doris J. Creating a Receptive Climate in the Mainstream Program. Volta Review, v75 n1 pp23-27 Jan 1973, EJ 071 612

*Administrative Policy; *Aurally Handicapped; *Exceptional Child Education; *Public Schools; *Regular Class Placement; Teacher Attitudes

Recommended to facilitate integration of hearing impaired children into regular public school programs, is that administrators in the special schools initiate a selling effort to convince mainstream educators of the importance of accepting hearing impaired students and of providing adequate programming for them.

52. Lewis, Dorothy Noto. Lipreading Skills of Hearing Impaired Children in Regular Schools. Volta Review, v74 n5 pp303-311 May 1972, EJ 057 567

*Aurally Handicapped; *Exceptional Child Research; *Lipreading; *Regular Class Placement; *Siblings

53. Lewis, Eleanore Grater. The Case for "Special" Children. Young Children, v28 n6 pp368-374 Aug 1973 EJ 085 001

*Exceptional Child Education; *Early Childhood Education; *Regular Class Placement; Handicapped Children; Paraprofessional School Personnel; Parent School Relationship

The practice of integrating handicapped and normal children in a preschool setting is discussed with emphasis on logistical issues, teacher behavior, and the extra learning benefits involved for the normal children in the program.

54. Lilly, M. Stephen. Forum: Special Education: A Teapot in a Tempest. Exceptional Children, v37 n1 pp43-49 Sep 1970, EJ 024 194

Classification; Educational Diagnosis; *Educational Policy; *Exceptional Child Education; Regular Class Placement; *Student Placement

The article examines present policies and practices in special education affecting those children with mild handicapping conditions.

55. Lilly, M. Stephen. Forum: A Training Based Model for Special Education. Exceptional Children, v37 n10 pp745-749 Summer 1971, EJ 040 847

Administrative Change; *Educational Methods; *Exceptional Child Education; *Handicapped Children; Models; *Regular Class Placement; Special Education Teachers

Equipping regular class teachers with skills necessary for coping with problem situations is recommended as an alternative to special classes for children with relatively mild behavioral, emotional, or learning problems.

56. Lombardi, Thomas P. Changing Institutional Structures for Effective Special Education Programs. Education and Training of the Mentally Retarded, v7 n2 pp99-103 Apr 1972, EJ 068 260

*Exceptional Child Research; *Inservice Teacher Education; Institutes (Training Programs); Mentally Handicapped; Physically Handicapped; *Regional Programs; *Regular Class Placement; Student Teacher Relationship; Summer Programs; *Teacher Education

Reported was a project intended to develop regional centers for preservice and inservice education to assist teachers, administrators, parents, and teacher aides to incorporate exceptional students into regular classrooms.

57. McGee, Donald I. The Benefits of Educating Deaf Children with Hearing Children. Teaching Exceptional Children, v2 n3 pp133-137 Spring 1970, EJ 021 512

*Aurally Handicapped; Educational Methods; Educational Needs; *Exceptional Child Education; *Regular Class Placement

58. Mecham, Steven R.; Vandyke, Robert C. Pushing Back the Walls Between Hearing and Hearing Impaired Children. Volta Review, v73 n6 pp359-364 Sep 1971, EJ 044 329

*Aurally Handicapped; Elementary School Students; *Exceptional Child Education; Foreign Countries; Program Descriptions; *Regular Class Placement

Described are efforts of the Montreal Oral School for the Deaf to integrate hearing impaired students into regular classes and schools, particularly the experience of integrating 5 hearing impaired with 90 hearing fifth and sixth graders in an open-area school.

59. Melone, Robert A. Little Things Mean a Lot: Implementing a Program to Meet the Needs of the Retarded. School Counselor, v20 n1 pp53-56 Sep 1972, EJ 067 338

*Counselor Role; Counselors; *Handicapped; Low Ability Students; Regular Class Placement; *Retarded Children

60. Meyers, C. Edward. The School Psychologist and Mild Retardation -- Report of an Ad Hoc Committee. Mental Retardation, v11 n1 pp15-20 Feb 1973, EJ 074 654

*Educable Mentally Handicapped; *Exceptional Child Education; Identification; Mental Retardation; Mentally Handicapped; *Regular Class Placement; *School Psychologists; *Special Classes

Discussed is the changing role of the school psychologist in identifying the educable mentally handicapped child for special class placement in light of recent trends toward regular class placement of the mildly retarded.

61. Murphy, John F. Learning by Listening: A Public School Approach to Learning Disabilities. Academic Therapy, v8 n2 pp167-189 Winter 1972-1973, EJ 069 865

*Aural Learning; Elementary School Students; *Exceptional Child Education; *Learning Disabilities; Regular Class Placement; *Scheduling; Secondary School Students; *Teaching Methods

62. Nelson, Calvin C.; Schmidt, Leo J. Forum: The Question of the Efficacy of Special Classes. Exceptional Children, v37 n5 pp381-384 Jan 1971, EJ 032 085

Educational Philosophy; *Exceptional Child Education; Handicapped Children; *Regular Class Placement; *Special Classes; Student Placement

63. Northcott, Winifred H. An Experimental Summer School: Impetus for Successful Integration. Volta Review, v72 n8 pp498-507 Nov 1970, EJ 028 376

*Aurally Handicapped; *Exceptional Child Education; *Regular Class Placement; Special Programs; Student Teacher Relationship; Summer Schools; Teacher Education; Teacher Workshops; Team Teaching

64. Northcott, Winifred H. A Hearing Impaired Pupil in the Classroom. Volta Review, v74 n2 pp105-108 Feb 1972, EJ 051 868

*Aurally Handicapped; *Exceptional Child Education; *Regular Class Placement; *Teacher Role

Set forth are guidelines for the regular class teacher who has, for the first time, a severely hearing impaired student in her classroom.

65. Northcott, Winifred H. The Integration of Young Deaf Children into Ordinary Educational Programs. Exceptional Children, v38 n1 pp29-32 Sep 1971, EJ 044 345

*Aurally Handicapped; *Early Childhood Education; *Exceptional Child Education; Preschool Children; *Regular Class Placement

66. Northcott, Winifred H. Reading List on Integration. Volta Review, v75 n1 pp33-35 Jan 1973, EJ 071 614

*Aurally Handicapped; *Bibliographies; *Exceptional Child Education; *Public Schools; *Regular Class Placement

Intended for parents and teachers is a reading list of approximately 60 articles on integration of hearing impaired children into regular public school programs which includes articles published from 1964 through 1972.

67. O'Brien, Rosemary. The Integrated Resource Room for Visually Impaired Children. New Outlook for the Blind, v67 n8 pp363-368 Oct 1973, EJ 089 519

*Exceptional Child Education; *Visually Handicapped; *Program Descriptions; *Resource Teachers; *Regular Class Placement; Individualized Instruction

68. Ohrtman, William F. One More Instant Solution Coming Up. Journal of Special Education, v6 n4 pp377-381 Winter 1972, EJ 079 675

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Regular Class Placement; *Special Classes; Mentally Handicapped; Educable Mentally Handicapped; Instructional Materials Centers; Educational Needs; Intervention

In response to a paper by David Sabatino (EC 051 608), the author suggests that the resource room concept is no panacea for the ills of special education and that many of the services proposed are already being offered by many school systems.

69. Owsley, Peter J. Can a Residential School Program Students into Public Schools? Volta Review, v75 n1 pp28-31 Jan 1973, EJ 071 613

*Aurally Handicapped; *Exceptional Child Education; *Public Schools; *Regular Class Placement; *Residential Schools; School Role; Surveys

While hearing impaired students integrating into regular public school classes in the past are said to have usually come from day classes for the hearing impaired, it is recommended that residential schools also program students into public schools on a part-time or full-time basis.

70. Pollack, Doreen; Ernst, Marian. Learning to Listen in an Integrated Preschool. Volta Review, v75 n6 pp359-367 Sep 1973, EJ 087 804

*Exceptional Child Education; *Aurally Handicapped; *Regular Class Placement; *Teacher Role; *Hearing Aids; Early Childhood Education; Aural Learning; Listening; Communication Skills

71. Porter, Rutherford B. The Significance of Similarities Between Education and Special Education. Contemporary Education, v42 n3 pp109-114 Jan 1971, EJ 032 095

*Exceptional Child Education; Exceptional Children; *Handicapped Children; Learning Disabilities; *Multiply Handicapped; Regular Class Placement; Special Education; Teacher Education; *Teacher Education Curriculum

72. Puhek, Lenore. Hooray We Passed. Exceptional Parent, v1 n5 pp9-10 Feb-Mar 1972, EJ 054 598

*Exceptional Child Education; Parent Associations; *Parent Role; *Physically Handicapped; Primary Grades; *Regular Class Placement; Special Health Problems

The mother of a 7-year-old boy with Osteogenesis Imperfecta describes arrangements made with an elementary school to place the boy in a regular first grade class.

73. Rafael, Berta. Early Education for Multihandicapped Children. Children Today, v2 n1 pp22-26 Jan-Feb 1973, EJ 069 894

*Children; Early Childhood Education; Exceptional Children; *Handicapped Children; *Multiply Handicapped; Preschool Education; Regular Class Placement

Reviews activities of the preschool program for multihandicapped children operated by United Cerebral Palsy of New York City, Inc.

74. Randolph, Linda. OCD's Policy Issuance to Local Head Start: Identify, Recruit, and Serve Handicapped Children. Exceptional Children, v40 n1 pp46-47 Sep 1973, EJ 084 561

*Exceptional Child Education; *Handicapped Children; *Early Childhood Education; *Federal Legislation; Identification; Regular Class Placement; Interagency Cooperation

75. Rapier, Jacqueline; And Others. Changes in Children's Attitudes Toward the Physically Handicapped. Exceptional Children, v39 n3 pp219-223 Nov 1972, EJ 066 543

Age Differences; *Changing Attitudes; *Elementary School Students; *Exceptional Child Research; *Peer Acceptance; *Physically Handicapped; Regular Class Placement; Sex Differences

76. Reger, Roger. Resource Rooms: Change Agents or Guardians of the Status Quo? Journal of Special Education, v6 n4 pp355-359 Winter 1972, EJ 079 672

*Exceptional Child Education; *Regular Class Placement; *Instructional Materials Centers; *Resource Teachers; *Special Education Teachers; Handicapped Children; Educational Opportunities; Conference Reports

77. Reger, Roger; Koppmann, Marion. The Child Oriented Resource Room Program. Exceptional Children, v37 n6 pp460-462 Feb 1971, EJ 032 635

*Educational Methods; *Exceptional Child Education; Individualized Programs; Program Descriptions; Regular Class Placement; *Resource Teachers

78. Renz, Paul; Simenson, Richard J. The Social Perception of Normals toward Their EMR Grade-Mates. American Journal of Mental Deficiency, v74 n3 pp405-408 Nov 1969, EJ 013 446

Discriminatory Attitudes (Social); *Exceptional Child Research; *Mentally Handicapped; *Peer Acceptance; Regular Class Placement; Social Integration; Special Classes

79. Robb, Gary M. Camping for the Physically Handicapped: A Rationale and Approach. Rehabilitation Literature, v34 n5 pp130-133 May 1973, EJ 081 310

*Exceptional Child Education; *Physically Handicapped; *Camping; *Outdoor Education; Regular Class Placement; Educational Programs

80. Sabatino, David A. Resource Rooms: The Renaissance in Special Education. Journal of Special Education, v6 n4 pp335-347 Winter 1972, EJ 079 670

*Exceptional Child Education; *Handicapped Children; *Regular Class Placement; *Resource Teachers; *Itinerant Teachers; Instructional Materials Centers; Special Education Teachers; Diagnostic Teaching; Conference Reports

81. Sabatino, David A. Revolution: Viva Resource Rooms. Journal of Special Education, v6 n4 pp389-395 Winter 1972, EJ 079 677

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Regular Class Placement; *Conference Reports; Instructional Materials Centers; Special Classes

Presented is a rebuttal to six responses to a paper recommending the resource room model in special education.

82. Salt, J. Peter. The Integration of Visually Handicapped Children into Normal Schools. Education for Teaching, v89 pp57-60 Fall 1972, EJ 076 549

Blind Children; *Regular Class Placement; Schools; Special Education; *Special Services; *Teacher Education Curriculum; *Visually Handicapped

Spells out advantages in Great Britain of integrating visually handicapped children in normal classrooms providing teachers have special training.

83. Sampson, Olive. Children in a World Apart. Special Education, v60 n2 pp6-9 Jun 1971, EJ 040 081

Exceptional Child Research; Nongraded Classes; *Regular Class Placement; *Remedial Instruction; Remedial Teachers; *Surveys

Integration of remedial pupils and staff into the regular school system is discussed. The article is based on a survey of administrators and remedial teachers in comprehensive schools in England.

84. Schultz, Jerome J. Integration of Emotionally Disturbed Students: The Role of the Director of Special Education. Exceptional Children, v40 n1 pp39-41 Sep 1973, EJ 084 558

*Exceptional Child Education; *Emotionally Disturbed; *Regular Class Placement; *Administrator Role; *Guidelines

85. Schurr, K. Terry; And Others. Trends in Self-Concept of Ability Over 2 Years of Special-Class Placement. Journal of Special Education, v6 n2 pp161-166 Summer 1972, EJ 073 145

Ability Grouping; *Academic Ability; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; Regular Class Placement; *Self Concept; *Special Classes; Student Placement; Trend Analysis

86. Shaw, Stan F.; Shaw, Wilma K. The In-Service Experience Plan, or Changing the Bath without Losing the Baby. Journal of Special Education, v6 n2 pp121-126 Summer 1972, EJ 073 141

Classification; *Exceptional Child Education; *Inservice Teacher Education; *Learning Disabilities; *Regular Class Placement; *Teacher Qualifications

Proposed is a strategy according to which a classroom specialist would provide in-service learning experiences for classroom teachers with the objective of enabling teachers to become relatively self-sufficient and competent to teach basic skills to all students, including those with significant learning disabilities.

87. Shepherd, Bruce D. Parent Potential. Volta Review, v75 n4 pp220-224 Apr 1973, EJ 079 632

*Exceptional Child Education; *Aurally Handicapped; *Early Childhood Education; *Regular Class Placement; Parent Attitudes; Deaf; Communication Problems

The father of two deaf children discusses reactions of parents to a child's disability and gives suggestions to improve communication among parents, clinicians, and teachers in an integrated program.

88. Shotel, Jay R.; And Others. Teacher Attitudes Associated with the Integration of Handicapped Children. Exceptional Children, v38 n9 pp677-683 May 1972, EJ 084 517

*Exceptional Child Research; *Handicapped Children; *Teacher Attitudes; *Regular Class Placement; *Resource Teachers; Teachers; Questionnaires

89. Skinner, Dorothea E. The Partially Sighted Child in the Regular Classroom. Special Education in Canada, v44 n3 pp26-28 Mar 1970, EJ 020 101

Educational Needs; *Exceptional Child Education; Partially Sighted; *Regular Class Placement; *Visually Handicapped

90. Snapp, Matthew. Resource Classrooms or Resource Personnel? Journal of Special Education, v6 n4 pp383-387 Winter 1972, EJ 079 676

*Exceptional Child Education; *Handicapped Children; *Resource Teachers; *Regular Class Placement; *Special Classes; Conference Reports

In response to a paper by David Sabatino the author provides data from a 13 year study of special education placement further supporting findings of the ineffectiveness of special class placement, and suggests that resource personnel can best function by providing assistance to regular teachers.

91. Spogen, David. Take the Label off the Handicapped Child. Education Digest, v38 n1 pp44-46 Sep 1972, EJ 063 312

Comparative Analysis; *Handicapped Children; Individualized Programs; *Regular Class Placement; Resource Units; *Special Education

Some handicapped children attain higher social and academic success in the regular classroom with supportive personnel.

92. Stack, Patricia Marie. In Our Program -- Everyone Gets into the Act. Volta Review, v75 n7 pp425-430 Oct 1973, EJ 086 081

*Exceptional Child Education; *Deaf; *Early Childhood Education; *Home Visits; *Parent Education; Aurally Handicapped; Program Descriptions; Regular Class Placement

The Home Visiting and Parent Education Program at De Paul Institute in Pittsburgh takes the teacher into the home situation in an attempt to involve the entire family in integrating the deaf preschool child into his natural world.

93. Taylor, George R. Special Education at the Crossroad: Class Placement for the EMR. Mental Retardation, v11 n2 pp30-33 Apr 1973, EJ 081 289

*Exceptional Child Education; *Educable Mentally Handicapped; *Educational Programs; *Grouping (Instructional Purposes); *Educational Objectives; Mentally Handicapped; Regular Class Placement

94. Trippi, Joseph A. Special-Class Placement and Suggestibility of Mentally Retarded Children. American Journal of Mental Deficiency, v78 n2 pp220-222 Sep 1973, EJ 092 817

*Exceptional Child Research; *Educable Mentally Handicapped; *Regular Class Placement; *Special Classes; *Conformity; Mentally Handicapped; Childhood; Adolescents

95. Weishahn, Mel W.; Mitchell, Richard. Educational Placement Practices with Visually Disabled and Orthopedically Disabled Children - A Comparison. Rehabilitation Literature, v32 n9 pp263-266, 288 Sep 1971, EJ 044 357

Administrative Organization; *Educational Trends; *Exceptional Child Education; Historical Reviews; *Physically Handicapped; Regular Class Placement; *Student Placement; *Visually Handicapped

Comparison of programs for the visually disabled and orthopedically disabled shows parallel development indicating similar direction toward integrating the disabled child in the regular classroom, but with a significant lag in program implementation in the area of the orthopedically disabled.

96. Westaway, D.L. Alternatives to the Blindness System in Australia. New Outlook for the Blind, v67 n2 pp66-71 Feb 1973, EJ 074 701

*Blind; *Classification; *Community Services; Educational Programs; *Exceptional Child Services; Regular Class Placement; Rehabilitation Programs; *Social Services; Visually Handicapped

Alternatives to the present system of specialized service agencies for the blind in Australia are suggested as ways of changing stereotypes about blind persons and providing better services to the visually handicapped.

97. Yater, Verna. St. Louis County Hearing Clinician Program. Volta Review, v74 n4 pp247-255 Apr 1972, EJ 054 650

*Aurally Handicapped; *Consultation Programs; *Exceptional Child Services; Program Descriptions; *Regular Class Placement; *School Services

Described is a program designed to facilitate complete academic and social integration of children with moderate to severe bilateral sensorineural hearing losses into their regular neighborhood schools.

98. Yates, James R. Model for Preparing Regular Classroom Teachers for "Mainstreaming". Exceptional Children, v39 n6 pp471-472 Mar 1973, EJ 076 292

*Exceptional Child Research; *Handicapped Children; *Inservice Teacher Education; *Regular Class Placement; *Teachers

99. Zedler, Empress Y. Educational Programming for Pupils with Neurologically Based Language Disorders. Journal of Learning Disabilities, v3 n12 pp618-628 Dec 1970, EJ 029 885

Drug Therapy; Educational Planning; *Exceptional Child Research; Language Handicapped; *Learning Disabilities; Neurological Defects; *Program Planning; Regular Class Placement

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